DOCUMENT RESUME

ED 271 032 HE 018 289

TITLE	Principles for Developing Credit-Based Instructional Programs with a Business, Industry, or Other Non-Collegiate Organization. Self-Regulation Initiatives: Resource Documents for Colleges and Universities. No. 1.
INSTITUTION	American Council on Education, Washington, D.C.
PUB DATE	Dec 84
NOTE	6p.
AVAILABLE FROM	American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Students; *College Instruction; Continuing Education; Contracts; *Cooperative Programs; Corporate Education; *Credit Courses; Curriculum Development; *Employees; Employment Practices; Higher Education; Industry; Personnel Policy; *Program Administration; Satellite Facilities; *School Business Relationship

ABSTRACT

Guidelines on the design and operation of credit-based instructional programs for employees of a business, industry, or other non-collegiate groups (e.g., government unit, association, union) are offered for colleges and universities. The guidelines apply to on- or off-campus instructional programs, including independent study, work experience programs, and programs delivered by various technologies. Advice concerning curriculum development and instruction for students who are employees of a non-collegiate organization include: assessing the needs of potential learners; taking into account the adult student's previous postsecondary-level learning; and providing a description of the instructional program or course. Additional guidelines cover: support services, credentials offered by the institution, administrative arrangements, and the content of written agreements by which colleges offer educational services for employees of a non-collegiate organization. Recommended administrative practices include: an officially designated liaison representative at both the college and the cooperating non-collegiate organization; and compensation for faculty comparable to the rate paid for similar services afforded in campus-based or extension classes. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED271032

SELF-REGULATION INITIATIVES: RESOURCE DOCUMENTS FOR
COLLEGES AND UNIVERSITIES

No. 1
December 1984

Principles for Developing Credit-Based Instructional Programs with a Business, Industry, or Other Non-Collegiate Organization

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

ACE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

HE 018 279

Self-Regulation Initiatives:

Resource Documents for Colleges and Universities

No. 1
December 1984

Principles for Developing Credit-Based Instructional Programs with a Business, Industry, or Other Non-Collegiate Organization

This statement was developed by the ACE Commission on Educational Credit and Credentials and was endorsed by the ACE Advisory Committee on Self-Regulation Initiatives at its September 1984 meeting. The Board of Directors of the National University Continuing Education Association also approved the statement at its July, 1984 meeting. The need for this statement came from an awareness of the growing number of institutions developing or considering credit-based instructional programs in linkage with non-collegiate organizations. **ACE Board Chair: Ronald W. Roskens, President, Univ. of Nebraska System, ACE President: Robert H. Atwell.**

Background

Campus links with a business, industry, or other non-collegiate organization or agency for the purpose of sponsoring credit-based instructional programs are not new. What is new, however, is the great spurt of interest in such programs as more and more colleges and universities, in concert with non-collegiate entities, seek to develop instructional programs.

The rush to fill instructional needs of clients who are members of an employee-group has created a collateral need for guidelines that suggest the design and operation of the resulting programs. For colleges and universities, the basic intent must be that of offering flexible and relevant instructional programs that meet the unique needs of the new client groups, while protecting longstanding and sound academic values. For non-collegiate organizations, the intent will be that of assuring delivery of educational programs that will meet organizational objectives, as well as objectives of individual employees.

Through these principles and guidelines, which are designed for use primarily by colleges and universities, the American Council on Education seeks to offer timely recommendations that are based on appropriate educational theory, as well as best practice.

Range of Non-Collegiate Linkages Covered

Credit-based instructional programs at the postsecondary education level are covered by these principles and guidelines. The guidelines are limited in that they are intended to apply only to linkages that a college or university may make with a specific business, industry, or other non-collegiate organization (association, governmental unit, military base, labor union, etc.). Credit-based instructional programs are included, whether conducted on or off campus, as are programs involving independent study, work experiences including cooperative education, and those delivered by various technologies.

Range of Non-Collegiate Linkages Not Covered

Because of their distinctive nature, the following types of non-collegiate instruction, research, or other cooperative relationships, are not covered by these guidelines:

1. Programs under which college and university faculty conduct research for or with a business, industry, or other non-collegiate entity.

2. Continuing education and extension programs of a general nature that are not developed in cooperation with a particular business, industry, or other non-collegiate entity.

3. Programs under which a faculty or staff member of a college or university provides consulting services to a business or industry.

4. Non-instructional exchange programs under which college or university faculty members may be temporarily employed by a non-collegiate organization or under which employees of a non-collegiate organization may spend time in residence at a college or university.

5. Activities of the Cooperative Extension Service or agricultural experiment station of a land-grant university.

6. Contracts or agreements under which a college or university will provide specified services (*not* including credit courses or programs) to a non-collegiate entity.

Assumptions

Underlying these principles and guidelines are these assumptions about cooperative relationships between a college or university and a non-collegiate organization:

1. It is desirable for colleges and universities to collaborate in offering instructional programs with non-collegiate organizations to the extent such programming is philosophically appropriate within their mission statements and is

BEST COPY AVAILABLE

conducted under arrangements that safeguard institutional integrity.

2. Instructional programs conducted for or with, representatives of non-collegiate organizations should be subject to sound academic development procedures which are comparable to (though perhaps different from) procedures applying to traditional campus-based programs; innovative and experimental programming will often be both expected and desirable within this context.

3. Principles of academic freedom, as generally understood within the American higher education community, should be followed in the development or implementation of programs, for, or with, employees of non-collegiate organizations.

4. Wasteful duplication may result when colleges and universities and noncollegiate organizations both develop the same types of instructional programs.

Problem Areas

If there are opportunities for both colleges and universities and non-collegiate organizations in developing linkages, there are problems as well.

Employers have sometimes found colleges and universities something less than flexible in meeting what they perceive to be the needs of instructional groups. Colleges and universities, on the other hand, have sometimes been asked to deliver courses with short-term, narrow, and job-specific instructional objectives that are not consistent with an institution's mission and that may not be appropriate for instructional programs to be offered for credit and to be applied toward a college degree.

In the absence of appropriate safeguards, it is also possible for the academic freedom of students and faculty to be compromised in subtle ways because of undue employer influence on curricula or the teaching-learning transaction. Academic integrity may also be adversely affected unless appropriate members of the faculty are involved in developing and/or the conducting of programs for employees in a non-collegiate organization in the same way as faculty are involved in on-campus instructional program planning and implementation. Individual faculty members should not bypass the campus administration to seek instructional opportunities within a non-collegiate organization where such action can compromise academic standards and/or create a conflict of interest between the faculty member and his or her institution.

Lack of coordination within a college or university can also cause problems. Arrangements under which courses and programs are offered to employees in non-collegiate organizations need to be coordinated with and/or operated through related continuing education, extension or outreach activity to avoid costly competition and duplication.

A number of these problems stem at their roots from basic misunderstandings by each partner about the central nature of the other. There are differences between employers and a college or university. Only as each partner acquires understanding as to the norms and needs of the other can a true partnership begin to exist. These guidelines are designed to provide a framework within which such understandings can be achieved and productive relationships started.

Curriculum and Instruction

Curriculum development and instruction for students who are employees of a non-collegiate organization should, *at a minimum*, proceed under these guidelines:

1. An assessment of the needs of potential learners within a non-collegiate organization should be undertaken in consultation with representatives of the learner group, their employer, and other interested organizations and agencies.

2. Appropriate faculty from academic departments should be involved at an early stage of curriculum development and should follow the institution's usual academic program approval procedures. However, these procedures should be flexible enough to permit the faculty to respond to immediate educational needs of a non-collegiate organization's employees.

3. Content should be relevant to the needs of the potential student group, as well as consistent with the institution's instructional mission.

4. The institution's continuing or extension education component should be encouraged to suggest noncredit program options that might fill needs that cannot or should not be addressed under credit programming.

5. An adult learner's demonstrated, prior, postsecondary-level learning should be taken into account.

6. The course or program should be fully and adequately described in a syllabus or other instructional guide which is made available to all students.

7. Media—if extensively used as a substitute for class-based methods—need to be accessible and well integrated with other elements in the course or program.

8. Instructors should have access to appropriate support services, including clerical and media center services.

9. Faculty or instructors in the program should understand the needs and learning styles of adults, as well as their particular work settings, and take them into account in their teaching.

10. If adjunct faculty are to be used to teach in a program for employees of a non-collegiate organization, they should possess credentials or subject matter expertise that are

comparable to those held by the institution's residence faculty members.

11. The course or program evaluation plan should include appropriate attention to evaluation by participating learners of instructor performance and course content as relevant to learner needs.

Support Services

Campus support services should, at a minimum, be provided by competent staff members and should include these components:

1. Admissions and registration procedures should be efficient, appropriate, and accessible to meet the needs of employed adults (e.g., registration by mail, off-campus admission services).

2. Counseling and advising services geared to the needs of employed adults should be provided (e.g., available evenings or weekends).

3. The format of records for all students should accommodate the needs of employed adults, allowing for recording credit awarded for prior learning, via exam, etc.

4. Appropriate resources, including library resources, should be available where these are called for; the library should be open at hours and under circumstances suited to the needs of employed adults; this may involve providing library services at the employer site.

Credentials

Credentials, if awarded, should be identified in advance and should be compatible with existing credentials awarded by the institution. Qualifying requirements for degrees and certificates, as well as for credit, should be explicitly described in writing.

Administrative Arrangements from Best Practice

The following administrative arrangements are typical of soundly-conceived programs that link college and university instructional programs for employees in non-collegiate organizations.

1. Each program has an officially designated liaison representative at the college or university and at the cooperating non-collegiate organization; each such person has a job description that includes the liaison task.

2. Faculty or instructors are compensated at a rate comparable to that paid for similar services afforded in campus-based classes or extension unit credit classes; many institutional policies specify that faculty will be paid for teaching off-campus courses as part-of-load, rather than as overload.

3. The institution's faculty reward system, including criteria for advancement in rank and promotion to tenure, is applied without regard to time or place of instruction or characteristics of students taught.

4. The courses offered are appropriately described in the institution's catalog, curriculum guides, syllabi, or other appropriate documents of record.

5. A formal or informal advisory committee is created to advise the program planners and includes representatives of: (1) the college or university, (2) the non-collegiate organization, (3) other cooperating organizations and agencies if any, and (4) learner clients, if possible.

6. Admission requirements and procedures may be different from those applying to degree candidates.

7. The courses are taught, evaluated, or directly supervised by instructors who have met the institution's qualifications for faculty appointment.

8. The ratio for use of adjunct faculty in relation to permanent faculty, in the absence of appropriate use of instructional technology, is not significantly disproportionate to the ratio for use of such faculty in traditional campus-based programs.

9. The educational institution's administrator responsible for outreach activities is part of, or is kept well informed about, each departmental adult learner program planning effort.

10. Credit or credentials awarded for courses or programs successfully completed by employees of non-collegiate organizations are recorded in official records in the same way as credit and credentials earned for comparable work in traditional on-campus settings.

11. Arrangements are made, via consortia or informal coordinating committees, for the program planners to exchange information or share resources with organizations and institutions engaged in related or similar programs.

12. There is a written agreement prepared in advance about what criteria will be used in evaluating courses or programs conducted under linkage arrangements.

Content of Written Agreements

A written agreement under which a college or university agrees to provide educational services for employees of a non-collegiate organization should, at a minimum, include the following items of information:

1. Name of course or program being provided and where and when it will be offered.

2. Names and addresses of the parties to the agreement,

BEST COPY AVAILABLE

i.e., an educational institution and a business, industry, or other non-collegiate organization.

3. Names of cooperating organizations and agencies, if any.

4. Role of program advisory committee, if any.

5. Brief description of course or program including objectives and criteria for evaluation, as presented in the course syllabus or program plan.

6. Description of instructional delivery methods, materials, and facilities.

7. Names of credentials, credit, certification, etc., if any, that will be awarded to those who successfully complete prescribed units of work.

8. Arrangements for the award of credit for prior learning, including transfer of related credit, if any.

9. Arrangements with respect to awarding credit based on testing (CLEP, CPEP, etc.), if any.

10. Entry requirements or prerequisites for the program.

11. Procedures for evaluation of learner achievements.

12. Duties of instructional staff.

13. Name of provider of facilities and nature of facilities to be provided.

14. Program budget including indirect, as well as direct, costs and arrangements for cost-sharing, if any.

15. Amount of course or program fees, if any, including tuition, book fees, photocopying charges, etc.

16. Time and scheduling of course or program including information as to whether attendance will be considered as "company time" or "employee's time."

17. Duration of agreement.

18. Provider of, and arrangements for, administrative support services (admissions, student financial aid, advising, registration, etc.).

19. Provider of, and arrangements for, academic support services (library, media, faculty advising, tutorials, remedial courses, etc.).

20. Provider of, and arrangements for, equipment and supplies.

21. Terms under which the program may be replicated at locations other than those covered by the current arrangement, e.g., at a firm's plants located in other cities.

22. Responsibility for insurance coverages, if any.

23. Problem-solving mechanism (including complaint procedures that may be used by the learners and/or the employer) to apply for the duration of the agreement.

24. Provisions for preventing, or problem-solving regarding, possible conflicts of interest. (e.g., May faculty members teaching in the program carry away proprietary examples for use in their campus-based teaching? May the non-collegiate partner restrict the further circulation of instructional materials owned by the organization? May faculty who teach in courses also accept research contracts with the same organization without conflict of interest?)

25. Cancellation clause.

26. Amendments clause.

27. Evaluation agreement, including procedures for evaluation of instructor and course content as relevant to learner needs.

28. Signature of appropriate university or college official and date of signature.

29. Signature of appropriate non-collegiate organization official and date of signature.

This statement is the first in the series "Resource Documents" designed to complement the Self-Regulation "Guidelines" series. Statements in the "Resource Documents" series are designed to provide self-regulatory assistance on various issues of differing institutional concern and commonality. Documents in this series, as with those in the broader-based "Guidelines" series, provide suggestions of good practice which can be adapted to the specific circumstances of each college and university.

The documents are not copyrighted and may be reproduced in the interest of education. Permission for resale, reprinting, or commercial use should be requested in advance from ACE's Publications Department.

For further information, contact Henry A. Spille, Director, Office on Educational Credit and Credentials (202) 833-4770 or John B. Bennett, Director, Office on Self-Regulation Initiatives (202) 833-4761. Additional copies of this statement may be obtained upon request. Please include a self-addressed, stamped envelope.

American Council on Education
One Dupont Circle, Washington, D.C. 20036